UNIVERSITY AND ACADEMIC

The Passport and Credentials: a Study Brief

A Nation's travel document to world standards.

Learning outcomes

By the end, a student will be able to	Level (Bloom)
Describe the passport's data page and the three cards	Remember
Explain the role of ICAO and ISO standards	Understand
Analyse the five checks as layers of assurance	Analyze
Compare the Nation's passport with other Indigenous travel documents	Analyze
Evaluate its prospects for recognition	Evaluate

Overview

The passport follows ICAO Doc 9303 (TD3), with machine-readable lines and a chip the Nation signs; the cards follow ISO/IEC 7810 ID-1. A border may check by eye, UV, zone reader, chip reader and the Register. The Nation's position: identity is for a people to determine (UNDRIP art. 33), and world standards make that identity checkable anywhere.

Primary sources

ICAO Doc 9303

"machine readable travel documents"

The world standard.

UNDRIP, art. 33

"the right to determine their own identity or membership in accordance with their customs and traditions"

The Passport and Credentials poster

"the first three are the world's; the last two are the Nation's own"

Three readings

	States	Indigenous nations	The Mohawk Nation of Grand River
A Nation's passport	Recognized only by agreement	An expression of nationhood	The Nation's own, to world standards
Proof	State databases	Community recognition	Signed chip and the Register
Acceptance	Discretionary	Contested	Earned by meeting standards

Historiography

Haudenosaunee passports have been issued since the 1920s, with uneven acceptance. The Nation's passport adds what earlier documents lacked: full ICAO compliance, a signed chip and an online register of standing.

Discussion questions

1. What makes a travel document acceptable at a border?

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2. Why might machine-readable standards matter more than design?

3. How do the five checks build assurance?

4. What does UNDRIP art. 33 add to the case for a Nation's passport?

5. What risks does a Nation take in issuing passports?

6. **Apply.** Draft a one-page note to a foreign border agency introducing the passport.

Further reading

In Chicago style (17th ed.), bibliography form.

Mohawk Nation of Grand River. *Passports and Credentials*. National Books XVI. Grand River Territory, Ohsweken: Mohawk's Printer for Grand River, 2026.

International Civil Aviation Organization. *Doc 9303: Machine Readable Travel Documents*. 8th ed. Montreal: ICAO, 2021.

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Assignment brief

Choose one prompt

A	In 1,500 words, assess what it would take for the Nation’s passport to be recognized. Use at least three sources.
B	How do the five checks build assurance? Answer in an argued essay.
C	Apply. Draft a one-page note to a foreign border agency introducing the passport. Write it as an argued essay that applies the readings.

Requirements

- An argument: a thesis stated in the first paragraph and defended throughout.
- At least three primary sources from the list below, quoted precisely and read in their context.
- At least two secondary sources, one of them from outside the Nation’s own books.
- The strongest objection to your thesis, stated fairly, and your answer to it.
- Footnotes and a bibliography in Chicago style (17th ed.).
- 1,500 words, 10 per cent either way, not counting notes and bibliography.

Sources you must use

- ICAO Doc 9303
- UNDRIP, art. 33
- The Passport and Credentials poster

A suggested structure

- Introduction: the question, why it matters, and your thesis.
- Context: the instruments and events, briefly, in order.
- Analysis: the sources, read closely, one claim at a time.
- The objection: the best case against you, and your reply.
- Conclusion: what follows, and what remains open.

Timeline

- Week 1: choose a prompt; read the primary sources; write a one-paragraph proposal.
- Week 2: research the secondary sources; draft an outline with your thesis and the objection.
- Week 3: write the full draft; exchange with a peer for written comments.
- Week 4: revise and submit.

Format and submission

Twelve-point type, double-spaced, page numbers, your name and the prompt on the first page. Submit as your instructor directs; this sheet can also be filled in online for the discussion questions.

Integrity

Your work must be your own. Quote and cite every source. If you use an AI tool for any part of the work, say which and how, in a note at the end.

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For the instructor: standards met

Universal competencies	Identify key facts and claims; Understand perspective and point of view; Analyse and evaluate evidence; Apply: what does this mean for us?. The same everywhere, whatever the curriculum.
Learning outcomes	Five outcomes with Bloom’s verbs, each matched to an activity.
Reconciliation	TRC Calls to Action 62 and 63.
Rights in education	UNDRIP arts. 14 and 15; art. 33 on identity and membership.
Primary-source practice	Each standard and source quoted and attributed.
Citation	Chicago Manual of Style, 17th edition.
Balance	Three readings side by side; the brief names its own position.
Time	One seminar of about two hours; the assignment over four weeks.

Assessment: the assignment

	Excellent	Good	Adequate	Needs work
Use of sources	Three or more primary sources, quoted precisely and read in context	Three, quoted accurately	Fewer, or quoted loosely	Missing or misread
Analysis	Weighs the readings against the documents and shows what turns on the difference	Compares the readings clearly	Describes them	Restates one
Argument	A clear judgment that answers the strongest objection	A clear, supported judgment	Thinly supported	No clear judgment
Writing and citation	Precise; Chicago style throughout	Clear; minor slips	Some unclear passages	Hard to follow

This brief states the Mohawk Nation of Grand River’s position alongside others. It is for study, not legal advice.

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